

# Nevitt Forest Elementary

1401 Bolt Drive  
Anderson, South Carolina 29621

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	473 Students	
<b>Principal</b>	Kory Roberts	864-260-5190
<b>Superintendent</b>	Betty T. Bagley	864-260-5000
<b>Board Chair</b>	Dr. William Mack Burriss	864-224-6384

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	54	45	2

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

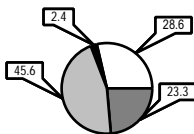
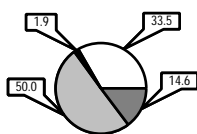
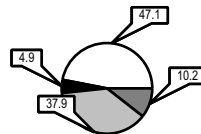
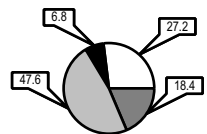
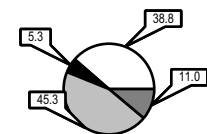
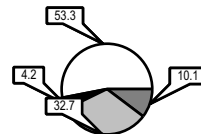
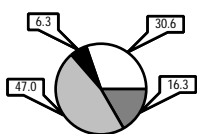
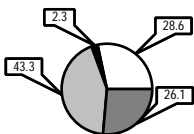
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	230	100.0	28.6	45.6	23.3	2.4	35.0	Yes	Yes
<b>Gender</b>									
Male	122	100.0	30.6	48.1	21.3	0.0	30.6		
Female	108	100.0	26.5	42.9	25.5	5.1	39.8		
<b>Racial/Ethnic Group</b>									
White	31	100.0	29.2	41.7	29.2	0.0	33.3	I/S	I/S
African American	195	100.0	29.1	45.3	22.9	2.8	35.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	193	100.0	26.3	45.1	25.7	2.9	39.4		
Disabled	37	100.0	41.9	48.4	9.7	0.0	9.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	230	100.0	28.6	45.6	23.3	2.4	35.0		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	28.8	45.4	23.4	2.4	35.1		
<b>Socio-Economic Status</b>									
Subsidized meals	177	100.0	31.4	45.3	20.8	2.5	33.3	Yes	Yes
Full-pay meals	53	100.0	19.1	46.8	31.9	2.1	40.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	230	100.0	33.5	50.0	14.6	1.9	33.0	Yes	Yes
<b>Gender</b>									
Male	122	100.0	32.4	50.0	16.7	0.9	37.0		
Female	108	100.0	34.7	50.0	12.2	3.1	28.6		
<b>Racial/Ethnic Group</b>									
White	31	100.0	29.2	37.5	33.3	0.0	45.8	I/S	I/S
African American	195	100.0	34.1	51.4	12.3	2.2	31.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	193	100.0	32.6	48.6	16.6	2.3	37.7		
Disabled	37	100.0	38.7	58.1	3.2	0.0	6.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	230	100.0	33.5	50.0	14.6	1.9	33.0		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	33.7	49.8	14.6	2.0	33.2		
<b>Socio-Economic Status</b>									
Subsidized meals	177	100.0	37.7	47.8	12.6	1.9	29.6	Yes	Yes
Full-pay meals	53	100.0	19.1	57.4	21.3	2.1	44.7		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	230	100.0	47.1	37.9	10.2	4.9	15.0
<b>Gender</b>							
Male	122	100.0	41.7	42.6	10.2	5.6	15.7
Female	108	100.0	53.1	32.7	10.2	4.1	14.3
<b>Racial/Ethnic Group</b>							
White	31	100.0	33.3	41.7	16.7	8.3	25.0
African American	195	100.0	49.7	36.3	9.5	4.5	14.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	193	100.0	41.7	41.1	11.4	5.7	17.1
Disabled	37	100.0	77.4	19.4	3.2	0.0	3.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	47.1	37.9	10.2	4.9	15.0
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	47.3	37.6	10.2	4.9	15.1
<b>Socio-Economic Status</b>							
Subsidized meals	177	100.0	47.8	37.1	10.7	4.4	15.1
Full-pay meals	53	100.0	44.7	40.4	8.5	6.4	14.9

<b>Social Studies</b>							
All Students	230	100.0	27.2	47.6	18.4	6.8	25.2
<b>Gender</b>							
Male	122	100.0	25.0	48.1	18.5	8.3	26.9
Female	108	100.0	29.6	46.9	18.4	5.1	23.5
<b>Racial/Ethnic Group</b>							
White	31	100.0	20.8	33.3	29.2	16.7	45.8
African American	195	100.0	28.5	49.2	16.8	5.6	22.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	193	100.0	23.4	48.6	20.6	7.4	28.0
Disabled	37	100.0	48.4	41.9	6.5	3.2	9.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	27.2	47.6	18.4	6.8	25.2
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	27.3	47.8	18.0	6.8	24.9
<b>Socio-Economic Status</b>							
Subsidized meals	177	100.0	30.8	46.5	17.0	5.7	22.6
Full-pay meals	53	100.0	14.9	51.1	23.4	10.6	34.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	97	100.0	14.7	44.2	37.9	3.2	41.1
	4	82	100.0	25.0	56.3	17.5	1.3	18.8
	5	68	100.0	22.7	62.1	15.2	N/A	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	72	100.0	14.1	39.1	40.6	6.3	46.9
	4	93	100.0	45.2	39.3	14.3	1.2	15.5
	5	65	100.0	20.7	62.1	17.2	0.0	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	97	100.0	27.4	63.2	9.5	N/A	9.5
	4	82	100.0	26.3	58.8	13.8	1.3	15.0
	5	68	100.0	24.2	63.6	10.6	1.5	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	72	100.0	23.4	60.9	14.1	1.6	15.6
	4	93	100.0	47.6	39.3	11.9	1.2	13.1
	5	65	100.0	24.1	53.4	19.0	3.4	22.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	72	100.0	40.6	42.2	17.2	0.0	17.2
	4	93	100.0	56.0	36.9	4.8	2.4	7.1
	5	65	100.0	41.4	34.5	10.3	13.8	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	72	100.0	12.5	57.8	20.3	9.4	29.7
	4	93	100.0	41.7	42.9	13.1	2.4	15.5
	5	65	100.0	22.4	43.1	24.1	10.3	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 473)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.6%	Down from 1.8%	3.7%	3.0%
Attendance rate	96.5%	No change	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%	Down from 10.6%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%	Up from 6.1%	3.7%	3.2%
Eligible for gifted and talented	3.0%	Up from 2.4%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.1%	Down from 8.8%	8.4%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	11.9%	Up from 9.3%	48.1%	52.6%
Continuing contract teachers	64.3%	Down from 79.1%	81.1%	83.3%
Highly qualified teachers	94.9%	Down from 100.0%	93.3%	93.5%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	2.3%	0.0%
Teachers returning from previous year	78.1%	Up from 76.2%	85.6%	87.0%
Teacher attendance rate	95.7%	Up from 95.3%	94.9%	95.0%
Average teacher salary	\$36,074	Down 0.2%	\$40,727	\$41,703
Prof. development days/teacher	8.4 days	Down from 13.6 days	12.8 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 16.7 to 1	17.8 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 90.9%	89.6%	89.8%
Dollars spent per pupil*	\$7,852	Up 6.2%	\$6,593	\$6,242
Percent of expenditures for teacher salaries*	58.3%	Down from 63.8%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.4%		89.4%	
Highly qualified teachers in high poverty schools	95.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Nevitt Forest Elementary School is to educate all students and to develop responsible, respectful, lifelong learners who will reach their highest potential while contributing, competing, and persevering in an ever-changing global and technological society by applying knowledge and skills gained from positive learning experiences in a nurturing environment, embracing the diversities of our community.

Located nearly two miles from downtown Anderson, Nevitt Forest Elementary School is a Title 1 School. It serves approximately 480 students in kindergarten through fifth grade. Our faculty and staff members are committed to providing a quality education to all of the children of Nevitt Forest through the use of innovative and creative teaching strategies and standards-based instruction.

Over the past year, our school community has completed the process of changing from a traditional calendar format to the modified calendar. After numerous parent and community meetings, over 80% of the families participated in the voting process with an overwhelming majority in favor of the modified calendar.

Nevitt Forest offers two types of after-school programs. The after-school program at Nevitt Forest School is for students who would like to receive additional opportunities to strengthen their math and language arts skills through guided instruction. We also have a partnership with Welfare Baptist Church funded by a 21st Century Grant in which students may participate in social, academic, and character education activities.

Nevitt Forest has an active PTO, a School Improvement Council, and many business partnerships. These resources help Nevitt Forest meet the diverse needs of its student population.

Nevitt Forest is recognized as a Flagship School of Promise. Also, we were recognized by the State Department for improving student achievement with a Silver Flag. As Nevitt Forest continues to strive for excellence, we hope you will join us in the support of our children today, as they are our leaders of tomorrow.

Kory Roberts; Principal

Jenifer Seymour; School Improvement Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	43	63	35
<b>Percent satisfied with learning environment</b>	97.6%	88.9%	76.5%
<b>Percent satisfied with social and physical environment</b>	95.3%	87.1%	80.0%
<b>Percent satisfied with school-home relations</b>	60.5%	79.0%	73.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.